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Moreno Valley College

Riverside Community College District

Riverside Community College District (RCCD) is a multi-college district. This Southern California district encompasses 451 square miles and is located in the northwest portion of Riverside County.

Riverside County is a moderate-sized county of 7,206 square miles east of Los Angeles metropolitan area. The county borders Arizona on the east, San Bernardino County to the north, Orange County to the west, and San Diego and Imperial Counties to the south. The total population of Riverside County grew approximately 2% between 2010 and 2012 from 2,191,886 residents in 2010 to 2,227,577 in 2012. The California Department of Finance projects that the county's population growth will reach 2,824,044 residents by 2025, which is a 29% increase when compared to 2010. (<http://www.dof.ca.gov/research/demographic/reports/projections/P-1/>)

RCCD is part of the California Community College system, the largest system of higher education in the United States, with 112 colleges organized into 72 districts that served a total of 2,423,867 students in the 2011-2012 academic year. RCCD is the tenth largest community college district in California, serving 34,979 students in fall 2012. RCCD includes three colleges, one of the state's oldest community colleges, Riverside City College established in 1916, and two of its newest colleges, Moreno Valley College and Norco College, both accredited as independent colleges in 2010.

RCCD is surrounded by three other community college districts: San Bernardino Community College District to the north, Chaffey Community College District to the northwest and west, and Mt San Jacinto Community College District to the south and east. Student enrollment in RCCD is approximately double that of its neighboring community college districts. The RCCD enrollment in academic year 2011- 2012 was 56,192 students compared to 24,025 students served by San Bernardino Community College District, 24,110 students served by Chaffey Community College District, and 20,661 served by Mt San Jacinto Community College District (*California State Chancellor's Office Data Mart, <http://datamart.cccco.edu>*). Given the proximity of these four districts, students have multiple community college options within a reasonable driving distance. For example, in fall 2012 28% of the students attending Moreno Valley College lived outside of RCCD geographic boundaries. (Refer to Chapter 2, Data Set 2.)

Close to three-quarters of a million residents live within RCCD boundaries in 2010, which represent approximately one-third of the population in Riverside County. The cities within the district's boundaries are Corona, Eastvale, Jurupa Valley, Moreno Valley, Norco, Perris, and Riverside. The California Department of Finance projects that the population within RCCD will increase 19% between 2010 and 2025. (Refer to Chapter 2, Data Set 1.)

MVC History

RCCD began serving the Moreno Valley community by offering classes housed at March Air Force Base and Moreno Valley High School. The number of courses expanded with the community's population and in October 1985 the Robert C. Warmington Company donated 112 acres for the construction of a college in Moreno Valley. This philanthropic act was motivated by the company's intent to build homes in the area and proximity to a college would make those homes attractive to potential purchasers. In 1989, RCCD purchased 20 additional acres. Construction began in the same year and MVC officially opened in 1991 when four buildings were completed: the Library, the Student Services Building, the Science and Technology Building, and the student center. In keeping with the RCCD mission and master plan, in the 22 years since it was established, MVC expanded its facilities, growing from the initial four buildings in 1991 to 40 buildings in fall 2012, most of which are portable structures.

When construction of the college began in 1989, the city of Moreno Valley's population was 68,000. The city's population grew rapidly over the next fifteen years, reaching 155,105 by 2004 and 188,636 by 2010. The city's population growth is projected to continue reaching 213,738 residents by 2020 and 227,692 residents by 2025. (Refer to Chapter 2, Data Set 1.) The city's residents are served by two school districts, Moreno Valley Unified and Val Verde Unified, which together educate over fifty thousand students. (Refer to Chapter 2 for a more detailed description of the demographics of the cities within RCCD geographic boundaries.)

RCCD opened campuses in the cities of Moreno Valley and Norco at the same time. By the Board's design, from the first day, the district's three sites, the Moreno Valley Center, the Norco Center, and Riverside City College, shared these commonalities:

- A common core general education and transfer curriculum with different career technical education programs at each site;
- One student contract allowing students to take courses at all three sites;
- One academic calendar; and
- One set of faculty and staff contracts.

The career technical education programs unique to each site were to be the feature that differentiated the three RCCD locations. Moreno Valley's unique career technical education programs were to be in the fields of Health Sciences and Public Safety.

MVC Today

MVC student enrollment has grown, serving 3,490 students in its first semester to 9,288 students in fall 2012. Student enrollment at MVC is approximately the same as Norco College's student enrollment of 9,303 students in fall 2012 and both are lower than Riverside City College's enrollment of 16,740 students in the same semester. (Refer to *Moreno Valley College Fact Book*

2012, <http://www.mvc.edu/files/FactBook2012-MV.pdf>)

The college serves as a center for health sciences and public safety programs through agreements with entities such as the Riverside County Regional Medical Center, the March Joint Powers Authority, and the Ben Clark Public Safety Training Center partners. In addition to its professional and pre-professional programmatic offerings, MVC offers a full array of liberal arts and sciences offerings on-campus, online, and off-campus at a fitness center and at the Ben Clark Public Safety Training Center.

Curricular outreach extends into MVC's feeder school districts by means of an early college high school and a middle college high school. These programs for high school students provide two-plus-two enrollment initiatives and career pathway opportunities, such as a focus on health sciences. MVC's curricular outreach also extends to its communities' adult learners by offering a range of basic skills and English as a second language courses.

Instructional programs are complemented by a full range of student support services, including library resources, matriculation, assessment, counseling, admissions and records, a bookstore, college safety and police, a career and transfer center, disabled student programs and services, equal opportunity programs and services, food services, job placement, outreach, student financial services, health services, student activities, and tutorial services.

MVC's primary off-campus site is the Ben Clark Public Safety Training Center, a regional training site that provides basic and advanced training to public safety personnel. At this location MVC offers one of the largest public safety training curricula in Southern California including training for law enforcement officers, firefighters, paramedics, emergency medical technicians, correctional officers, dispatchers, probation officers, and juvenile correctional counselors. This facility was made available through MVC's partnership with Riverside County Sheriff's Department and California Department of Forestry and Fire Protection. Courses are offered in collaboration with the Sheriff's Department and California Department of Forestry and Fire Protection as well as other state and local agencies, such as the Riverside County Fire Department, California Highway Patrol, and Riverside County Probation Department. Students can complete both subject area and general education courses leading to certificates and degrees in emergency medical services and public safety education and training at the center. In September 2010 the Board of Trustees approved a resolution to establish a MVC Education Center at the Ben Clark Public Safety Training Center. Although the state imposed a moratorium on the approval of new education centers during the economic downturn, that moratorium has now been lifted and RCCD will pursue approval of this site as an Educational Center.

National, State and Local Context

The Economy

The nation is slowly recovering from the most serious economic downturn since the 1930's. The Great Recession has had a negative impact on every facet of the economy, marked by high unemployment rates, a depressed housing market, and low consumer spending. These economic indices are showing signs of improvement and UCLA economists predict that the national recovery will be sluggish but steady over the next two years. (<http://uclaforecast.com>)

The pace of the economic recovery is illustrated in the slow rate of change in unemployment. The national unemployment rate was between 8.9% and 10.0% from April 2009 until October 2011. Since then, the rate has slowly but consistently decreased reaching 7.4% in July 2013. To provide a frame of reference, in January 2007, the national unemployment rate was 4.6%, and at the beginning of 2010, the national unemployment rate was 9.8%. The August 2013 unemployment rate of 7.3% is the lowest it has been since 2008. (<http://www.bls.gov>)

A similar pattern of slow, but hopeful growth is seen in both new construction and sales of existing homes. New housing starts increased in 2012 and economists predict that the combination of pent-up demand plus continued low prices and mortgage rates will continue to fuel the recovery in this sector.

The economic downturn in California has been especially severe. For example, in December 2006, the state's unemployment rate was 4.6%, and in January 2010, the rate had almost tripled, reaching 13.2%. California's unemployment rate was then and continues to be higher than the national unemployment rate. The national unemployment rate reached 7.3% in August 2013 and California's August 2013 unemployment rate was 8.9%, one of the highest unemployment rates in the nation. The good news is that there are signs of recovery. The forecast is for California's unemployment to remain elevated through 2014, with a full recovery of nonfarm jobs lost during the Great Recession in the second quarter of 2016. If this forecast proves to be accurate, it will take seven years after the official end of the recession in June 2009 before employment in California returns to pre-recession levels. (<http://sacramentoforecastproject.org>)

Given the length of this recession, economists predict that many workers have become discouraged and have dropped out of the labor force. Such a decline in the number of adults participating in the workforce would distort the actual rate of unemployment, meaning that the actual unemployment rate is probably higher than the official estimates. The unemployment rate is unevenly distributed, with a younger, unskilled population experiencing higher rates of unemployment than older, better skilled and higher educated cohorts.

(<http://business.fullerton.edu>)

One positive sign of the economic recovery is that the unemployment rates in Riverside County have been slowly declining since 2011. The unemployment rate was 14.6% in January 2010 and has been steadily declining since then. Despite that positive news, Riverside County's unemployment rate continues to be higher than the statewide rate; in August 2013 the unemployment rate for Riverside County was 10.8%, higher than the statewide rate of 8.9%. Five cities within RCCD have higher unemployment than the county and state rates: Eastvale, 11.1%; Jurupa Valley, 11.1%; Moreno Valley, 12.6%; and Perris, 16.9%. Three cities within RCCD have unemployment rates lower than the county rate: Corona at 9.6%; Norco at 8.8%; and Riverside City, 9.9%. (Refer to Chapter 2, Data Set 13.) (<http://www.labormarketinfo.edd.ca.gov>) Data on factors that contribute to these unemployment rates, such as highest level of education attainment, are presented in Chapter 2.

Unemployment rates have declined due to increases in the number of available jobs in Riverside County. Nearly 16,000 nonfarm jobs were added in 2012. The primary sectors that have been adding jobs are administrative and support services, healthcare, wholesale trade, leisure and hospitality, and transportation. In 2012, Riverside County payrolls were reduced in government, education and retail trade. Based on these forecasts, the local economy is likely to have the same type of slow but steady recovery as the national and the state. (Refer to Chapter 2, Data Set 14.) (<http://laedc.org/reports/2013-14EconomicForecastandIndustryOutlook.pdf>)

California Community Colleges

Based on the belief that college-educated residents are necessary in order to advance its economic, political, and social success, California developed an impressive system of 112 community colleges. The colleges are as diverse as the regions and populations they serve. The largest higher education system in the United States, California community colleges served a total of 2,423,867 students by headcount with 1,113,179 full-time equivalent students taking credit courses and 70,460 full-time equivalent students taking non-credit courses in the 2011–2012 academic year. To place these numbers in perspective, 24% of all community college students in the nation are enrolled at a California community college.

California community colleges are the most cost-effective system of education in the state when compared to K-12 public schools and the University of California and CSU systems. For 2012 – 2013, the state revenue allocated for a full-time community college student was \$5,447 compared to \$7,569 a year for a full-time student in the K-12 system and \$12,729 and \$24,909, respectively, at a California State University and a University of California.

California lawmakers have been addressing with deficits in the billions of dollars each fiscal year. All state-supported public services and programs have suffered significant reductions in state allocations, including California community colleges. Reductions in state apportionment resulted in California community colleges reducing course offerings and student enrollment by 500,000

since 2008-2009. This 500,000 students represents more students than attend the entire California State University system that enrolled 366,554 in 2011- 2012, and is almost three times more students than were enrolled in the University of California system that enrolled 181,028 in the same time frame. (www.ccleague.org)

California's community colleges today are called upon to continue providing quality higher education while also addressing four powerful and inter-related challenges.

1. Increase in Student Demand

One impact of the Great Recession is an increase in student demand for access to community college programs and services. There are two reasons for this increase. First, given California's high unemployment rate, students are seeking entry into community colleges for career training. Second, since the state's budget deficits have impacted all three of the state's public higher education systems, the state's universities have reduced the number of students in their freshman classes. As a result, there is an increase in the numbers of students seeking entry into community colleges to fulfill transfer requirements.

2. Emphasis on Degree and Certificate Completion

Once the industrialized country with the highest percentage of young adults with a college degree globally, America now ranks 10th. College-age students are now likely to be less well educated than their parents. President Barack Obama challenged the nation to award an additional five million degrees and certificates by 2020. Extrapolating that challenge to community colleges, each California community college needs to triple the number of degrees and certificates awarded by 2020. (<http://www.cccvision2020.org>)

This national challenge is especially acute in California because it ranks lower than many other states on the higher education achievements of its residents. Only about 54 percent of California community college students earn a certificate, a degree or transfer to a four-year institution. That number drops further for students who are African-American or Latino.

Based on the US Census, 38.6% of the working adults in California aged 25 to 64 have earned an associate degree or higher. According to the Georgetown University Center on Education and the Workforce, 61% of California's jobs will require postsecondary education as soon as 2018. The current rate of degree completion will be insufficient to meet this workforce needs. Analysts at the Lumina Foundation project that if the current rate of degree completion continues, 44.7% of California's working adults will have earned a college degree by 2025, far short of the 60% that is projected to be needed for the workforce. (<http://www.luminafoundation.org>)

3. California Achievement Gap

A study by the Institute for Higher Education Leadership and Policy at California State University in Sacramento identified ethnic differences in student achievement. Among the African-American and Latino students who attend community colleges, proportionately fewer African-American and Latino students (26% and 22% respectively) completed a degree or certificate within six years compared to white and Asian Pacific Islanders (37% and 35% respectively). Proportionately, twice as many white students transfer to a four-year university than Latino students.

(http://www.csus.edu/ihelp/PDFs/R_Div_We_Fail_1010.pdf)

4. Fiscal Challenge

State allocations to the colleges declined by \$809 million, or 12%, since 2008-09. California community colleges reduced programs and services for students in response to the decrease in state allocations. Between 2008-2009 and 2011-2012, the number of course sections decreased 24% and non-credit course sections decreased 38% statewide. As a result, enrollment decreased by more than 500,000 students over these years.

(<http://californiacommunitycolleges.cccco.edu>)

In the November 2012 elections, a proposition to temporarily increase taxes was approved by the voters, resulting in \$210 million in additional funding in the current year to help prevent further reductions in community college programs and services and provide resources to keep pace with technological innovations.

Five statewide solutions were developed in 2012 -13 to assist colleges in coping with these challenges.

1. The Student Success Task Force

Perhaps the most dramatic change to the California community college system has occurred due to the work performed by the Student Success Task Force-- a task force established by the Board of Governors in 2011 in an effort to re-examine system priorities due to continuous budget cuts. The goal of the task force was to examine national best practices and models, and then make recommendations to improve California community college student success. The task force made twenty-two specific recommendations, twenty of which are currently being implemented through statutory change, regulatory change and/or the adoption of best practices.

(http://www.californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf).

Notable aspects of these regulatory changes are:

- Priority Registration

In September 2012 the Board of Governors established a regulation regarding priority registration for all California community colleges. Beginning in Fall 2014 students in the following categories will have registration priority over other students:

- Active-duty military
- Recent veterans
- Current former foster youth
- Students served through Extended Opportunity Programs and Services and Disabled Students Programs and Services
- New students who have completed college orientation, completed college assessment, and developed education plans
- Continuing students in good academic standing who have not exceeded 100 units not including units in basic skills English, mathematics or English as a Second Language
([http://extranet.cccco.edu/Portals/1/Legal/Regs/FINAL AS FILED Enrollment %20priorities_regs.pdf](http://extranet.cccco.edu/Portals/1/Legal/Regs/FINAL_AS_FILED_Enrollment%20priorities_regs.pdf))

- **The Student Success Act of 2012 (SB1456)**

This Senate bill implemented selected recommendations of the Student Success Task Force by providing statutory authority to alter current laws regarding:

- Matriculation – The bill calls for substantial changes to student support services including the inclusion of the requirement for students to engage in orientation, assessment, and educational planning.
- Common Assessment - Colleges will need to use common assessment practices once they are made available to the colleges.
- The Student Success Scorecard_– The scorecard, first distributed in April 2013, is a system of accountability that requires each college to measure what are considered “high-order” outcomes such as degrees, certificates, remedial programs, job training programs, student retention, and transfer data. The scorecard focuses on institutional progress rather than comparative information between colleges. The data is reported by gender, age, and ethnicity and is available on-line for access by the community.
(<http://scorecard.cccco.edu>)
- Minimum Academic Standards – This aspect of the Senate bill requires students who receive fee waivers due to fiscal hardship to meet minimum standards to maintain their waivers.

2. Student Transfer Achievement Reform Act

An important strategy to improve California’s degree completion rates has been codified in the Student Transfer Achievement Reform Act (SB 1440). Research shows that California community college students annually transfer to a state university with more than the required 60 semester units. Under the provision of this recent legislation, eligible students will receive an associate degree for transfer in their area of study with 60 units. Following this step, they are then guaranteed admission into a California State University campus as a junior and only need to complete 60 additional units in order to graduate with a bachelor's degree.

This legislation has necessitated the need for colleges to prepare degrees, with specific dates of implementation, that prepare students to transfer to specific CSU programs without additional coursework required. Most colleges have adopted the Transfer Model Curriculum (TMCs) prepared jointly by the state Academic Senates for the California State University and the community colleges.

3. Course Repetition and Repeatability

On-going fiscal constraints in California have triggered an increase in the scrutiny of California community college programs and practices. In 2012 regulatory changes were made to Title 5 §55041 regarding course repeatability to reduce the number of times students can take the same course. This move was made to not only reduce dollars paid to the colleges, but to allow new students access to more courses as well. The move restricts the apportionment that colleges can collect for students who repeat the same course.

Additionally, individual college curriculum committees have found it necessary to analyze whether their courses require alterations due to regulatory change. This modification has had a profound impact on the visual and performing arts, physical education, dance, and kinesiology where repeatability is limited to courses that are required to finish a Bachelor's degree at a transferring state public university, regardless of the grade symbol a student receives in a class.

(http://extranet.cccco.edu/Portals/1/Legal/Regs/FINAL_as_Filed_Course_Repeatability_Regs.pdf)

4. On-line Education

In his January budget proposal California Governor Brown suggested that colleges reduce costs by encouraging students to take advantage of Massive Open Online Courses to complete general education courses that may be impacted at the public colleges and universities. These courses are often inexpensive and are offered by proprietary colleges. Current conversations on this idea are focused on how and if the state's public colleges and universities will accept units earned in such courses.

5. Doing What Matters for Jobs and the Economy

Leaders in the Chancellor's Office believe that California community colleges are in a unique position to close the gap between what employers need and the skills workers have. "Doing What Matters for Jobs and the Economy" identified major California Industries and includes labor priorities necessary for industries such as energy and utilities; agriculture; healthcare; biotechnology; advanced transportation; small business export; retail; advanced manufacturing; hospitality and tourism; and information and communication.

California was divided into 15 regions and each region was asked to identify regional market needs and to:

- Consider those needs when making local decisions as to workforce training (Give Priority);
- Retool or eliminate programs that are not working for industry (Make Room);
- Adopt common regional metrics and necessary skill sets needed by regional workers (Student Success); and
- Invest in innovation for select programs (Innovation).

<http://doingwhatmatters.cccco.edu>

In addition to coping with these challenges, at local levels many community colleges are re-examining their missions to align their programs and services with the needs of the communities they serve in a fiscally responsible manner.

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